UAA Academic Affairs
UNIVERSITY of ALASKA ANCHORAGE

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/22/2023

Assessment Plan covered in the report: General Management MBA

College: College of Business and Public Policy

Campuses where the program(s) is delivered: ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Submitted by: Terry Nelson, Head of MBA/MSGSCM programs, tnelson15@alaska.edu

1. **Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

   Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

   Goal 2: Use reasoning analytically and critically to solve complex business problems

   Objective 2.1 (Course: Acct A650) - Demonstrate understanding of content and ethical use of performance measurement tools derived from disciplines such as Accounting, Finance, Marketing, Data Analytics, and Strategy.

   3 students exceeded expectations, 22 students met expectations, and 2 students did not meet expectations; These results exceeded faculty expectations.

   Objective 2.2 (Courses BA A636 & A608) - Apply critical thinking and appropriate analytical and/or quantitative techniques to develop solutions for complex business problems.

   39 students exceeded expectations, 6 students met expectations, and 3 students did not meet expectations; These results exceeded faculty expectations.

   GOAL 4 (Course: BA A632): Proficient leadership skills applicable across diverse organizational settings.

   Objective 4.1 -Demonstrate knowledge of the roles of leaders and leadership styles in different business situations.

   12 students exceeded expectations, 8 students met expectations, and 2 students did not met expectations.; These results exceeded faculty expectations.

   Objective 4.2 Identify the ethical challenges in business decision-making and develop solutions to resolve the issues.

Although students had the opportunity to address ethics in three assignments crafted to allow students to interact with multiple applied and theoretical topics covered in this course, ethics was not formally assigned as a topic they had to cover. To address the mapping of this course to Objective 4.2, BA A632 in Fall 2024 will have a formal assignment to address this learning goal.

2. **Describe your assessment process in AY23 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings.** *(1000 words or less)*

• In September 2022, faculty whose courses were being assessed completed the AoL Declaration form, where faculty documented their artifacts for the SLO being measured.

• In January 2023, faculty who taught fall 2022 were contacted to submit artifacts and assessment data using the AoL Submission form.

• In May 2023, faculty who taught spring 2023 were contacted to submit artifacts and assessment data using the AoL Submission form.

• In August 2023, reminders were sent to faculty who had not submitted their artifacts and assessment data.

• In September-October 2023, AoL Committee gathered and summarized assessment

3. **What are the findings and what do they tell the faculty about student learning in your program?** *(1000 words or less)*

AACSB benchmark for this year is for at least 75% of students to meet or exceed expectations

Objective 2.1 (ACCT A650) 93% of students met and exceeded expectations. Obj. 2.1 - There is a lot of variability in knowledge and skills across MBA students. There also are a lot of differences among MBA students willing to do the work and MBA students that only want to graduate.

Objective 2.2 (Courses BA A636 & A608) Overall 94% of students met and exceeded expectations in the two courses.

86% of the BA A636 students met and exceeded the expectations. This proficiency shows their proficiency in understanding of analytical foundations (models) and their application (quantitative skills).

BA A608 100% of the students met and exceeded expectations. The students analyzed a complex business problem for a particular corporation and how AI could provide a solution for the complex business problem. In addition, they explained which AI tool was used for the solution and the benefits to the company from using AI. They ended with a conclusion that often included additional business areas that could benefit from the AI approach.

Objective 4.1 (BA A632) 91% of students met and exceeded expectations. In general, students demonstrated a knowledge or theories and application. The knowledge, abilities, and skills deficiency seems to mainly stem from a lack of technical writing skills.

4. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes?** Select Yes or No.

    i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision.** *(1000 words or less)*
    BA A632 will formally assess Objective 4.2 to address the missing artifact collection in Fall 2023.

    For Objective 4.1, Evaluating and disseminating the resources available to graduate students to enhance (and in some cases refresh) technical writing skills could be an avenue to correct these areas of concern.

    ACCT A650 Obj. 2.1 - What the college can do is to raise the academic/professional requirements for students intending to enroll in the MBA program. Also, some students take classes out of sequence. That means that some don't have the prerequisite knowledge to take this class. Further, some courses may also be programmed out of sequence

    Objective 2.2 (Courses BA A636) The students may have to undergo more reviews of the models and their applications. Students may be asked to do quantitative problems in a group.

5. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

☐ Course curriculum changes
☐ Course prerequisite changes
☒ Changes in teaching methods
☐ Changes in advising
☐ Degree requirement changes
☐ Degree course sequencing
☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
☐ Changes in program policies/procedures
☐ Changes to Program Student Learning Outcomes (PSLOs)
☐ College-wide initiatives (e.g., High-Impact Practices)
☐ Faculty, staff, student development
☐ Other

If you checked "Other" above, please describe. *(100 words or less)*

6. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this.** *(1000 words or less)*

   Last year's assessment did not list % of students who "did not meet", "met", and "exceeded". This information was provided for each objective this year, which will allow faculty to 1) better determine where improvements are needed and 2) how their combined efforts are promoting student success. In general, students are exceeding or meeting expectations. Last year, the dean suggested the program create ways to inform students of the benefits of studying together and inform students of learning resources and benefits of attending office hours. The SLOs were last assessed in 2020/21, and all courses were delivered online. During this assessment period, 46% of the courses had an F2F component, which provided students with more opportunities to meet their instructors in person and to study with their classmates.

   While changes are happening to meet our goals for continuing improvement, the changes are small and incremental, making them hard to assess. An overarching plan to strategize, plan, and evaluate these small changes may be called for to determine overall impact and success.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(200 words or less)*

   The Graduate School has workshops and professional development opportunities that may help the evaluation and dissemination of the resources available to graduate students to enhance or refresh technical writing skills. When this information is distributed to the Head of the MBA program, the Head should convey this information to the MBA faculty. In addition, there is a writing center that students can utilize. In response to "What the college can do is to raise the academic/professional requirements for students intending to enroll in the MBA program"…the faculty members should meet with the Head of the MBA to discuss this in detail. "Some students take classes out of sequence.." The Head of the MBA program should meet with the Graduate Advisor to make sure students are taking prerequisites and courses in sequence. The Head of MBA should consider holding a meeting with MBA faculty to discuss additional solutions.

2. **Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc.** *(200 words or less)*

   Overall, the program has met and exceeded the 75% benchmark. The assessment process improved this year by listing this information for each objective. With the exception of Obj. 4.2, faculty have developed assignments that are challenging and assessing students' abilities. In BA A608, the faculty member scaffolds the assignments, which seems to be working with 100% of students meeting or exceeding expectations.

Dean's signature: **Date:** 11/26/2023